

Title I-C: Education of Migratory Children

**ESEA Grants Application Workshop
April 22-23 2014**



Overview

- ▶ Purpose of the Migrant Program
- ▶ Guiding Documents - CNA & SDP
- ▶ District Migrant Program
- ▶ Use of Funds and Types of Services
- ▶ Changes to I-C in GMS FY15
- ▶ New Guidance & Application for Consolidation of I-C Funds in a Title I Schoolwide Program

Purpose

- ▶ The purpose of the Alaska Migrant Education Program (MEP) is:
 - ▶ To help migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, in order that they might succeed in school.
 - ▶ Furthermore, the Alaska MEP must give priority for services to migrant children and youth who are failing, or most at risk for failing to meet the state's content and performance standards, and whose education has been interrupted during the regular school year.
- ▶ The goal of the Migrant Education Program is to help migrant students meet Alaska's challenging academic standards and graduate from high school.

Comprehensive Needs Assessment

- ▶ The State Comprehensive Needs Assessment (CNA) guides the design of the Migrant Education Program.
- ▶ The Alaska Migrant Education Program CNA was last finalized in December 2012.
- ▶ The CNA committee identified 4 areas of need for the Alaska MEP program:
 1. Academic support for reading and math
 2. High school graduation
 3. School readiness
 4. Support services

Service Delivery Plan

- ▶ The State Service Delivery Plan (SDP), updated May 2013, is the guiding document for the implementation of the Migrant Education Program. It is composed of the following elements:
 - ▶ **Performance targets** for migrant children in regards to reading, math, graduation, and school readiness.
 - ▶ **Measurable program outcomes** (MPOs) that provide annual targets for measuring outcomes of migrant services. These are reflected in the Title I-C ESEA Consolidated Application through migrant strategies.
 - ▶ **Service delivery** strategies which act as the state's strategies for achieving the performance targets and MPOs.
 - ▶ **Evaluation** processes which describe how the State will evaluate whether and to what degree the program is effective.

District's Migrant Education Program

1. Conduct an **annual needs assessment** (in accordance with the State Comprehensive Needs Assessment) including surveys & data analysis to determine the unique needs of migratory children in the district. The Migrant Education Office provides a survey annually that districts may utilize as part of their comprehensive needs assessment process.
2. Have a district **service delivery plan** (in accordance with the State Service Delivery Plan). How will services be provided? What is your district's policy on providing services to Priority for Services students? What process is in place to ensure that migrant funds are spent on migrant children? How will the **effectiveness** of the migrant program be **evaluated**?
3. Have a **parent involvement plan** (can be incorporated into the service delivery plan). How are parents involved in the process of determining how migrant funds will be spent annually? Does your district have a migrant parent advisory council?

Use of Funds

- ▶ Districts use Title I-C to fund activities and services for their local migrant education programs.
- ▶ Some expenses are allowable that are not used to provide direct services to students. Identification & recruitment, professional development, distributing materials, parent involvement, etc.
- ▶ Note: The Alaska Migrant Education Program pays for airfare, lodging and per diem for the annual identification and recruitment training.

Services

- ▶ Services are those educational or educationally related activities that directly benefit the migrant child, address a need of the migrant child, and are designed to enable the program to meet its measurable program outcomes through strategies as outlined in the Service Delivery Plan.
- ▶ There are three types of services:
 - ▶ Instructional
 - ▶ Support
 - ▶ Referred

Instructional Services

- ▶ These services should be research-based. Examples:
 - ▶ Migrant preschool
 - ▶ Migrant summer school
 - ▶ Academic support
 - ▶ Supplemental tutoring or education materials for Reading, Language Arts, and Math
 - ▶ Credit recovery and support for high school graduation
 - ▶ Migrant Education Book Program with a literacy activity, lead by a certified teacher paid with migrant funds

Support Services

- ▶ These services should be a generally accepted practice. Examples:
 - ▶ Advocacy for migrant children
 - ▶ Health & safety education (including water safety)
 - ▶ Nutrition education
 - ▶ Transportation
 - ▶ Necessary educational supplies
 - ▶ Social services
 - ▶ Migrant Education Book Program book distribution

Referred Services

- ▶ Referred services are those provided to a migrant child by another agency through a referral by the migrant program
 - ▶ Note: referred services cannot be migrant funded and they cannot be school or district based services that the child is already entitled to receive, e.g., Title I Part A services, Title III services. Furthermore, the child must actually receive the service in order for it be counted as a referral.
- ▶ Examples of referred services are GED classes, parenting classes (for eligible migrant youth), job training programs, health workshops, health and dental screenings, etc.

Changes to GMS FY15

New Program Details Page

There are 7 Sections to the Title I-C Program Details page:

- A. Needs Assessment
- B. FTEs Paid with Title I-C Funds
- C. Type of Program
- D. Migrant Strategies (in accordance with state SDP)
- E. Use of Funds
- F. Selecting Migrant Students for Services
- G. Non-Public (Private) School Participation

A. Needs Assessment

A. Needs Assessment – Title I-C requires districts to complete a needs assessment to identify both the unique educational needs of the migrant students resulting from their migrant lifestyle and those other needs that are necessary to permit these students to participate effectively in school.

* 1. Describe the district's process for identifying migrant student needs. Include the timeframe/date of the most current needs assessment surveys administered for parents and staff, and describe any other data sources used to determine the needs of migrant students.

Process

* 2. What needs were identified in the needs assessment? Include both the academic needs and the unique needs of the migrant students related to their migrant lifestyle and any other needs that are necessary to permit them to participate effectively in school.

Results

B. FTEs Paid with Title I-C Funds

B. FTEs Paid with Title I-C Funds

| | |
|---|--|
| <input type="text"/> * Certified Teachers | <input type="text"/> * Paraprofessionals |
| <input type="text"/> * Counselors | <input type="text"/> * Administrative |
| <input type="text"/> * Recruiters | <input type="text"/> * Records managers |

C. Type of Program

C. Type of Program - (Select all that apply that are funded with I-C funds)

- ☐ During school day, during regular school year
- ☐ Extended time during regular school year (before/after school, weekends, etc.)
- ☐ Extended time (summer school)
- ☐ Preschool

D. Migrant Strategies

- ▶ Check each type of strategy being funded with Title I-C funds and explain in section E, use of funds. This data will be used for internal reports, customizing needs assessment survey materials, and as part of the evaluation of the Migrant Education Program. Please verify the accuracy, and update with revisions as strategies change.
- ▶ Four goal areas, as identified in the CNA:
 - ▶ Academic Support
 - ▶ High School Graduation
 - ▶ School Readiness
 - ▶ Support Services

E. Use of Funds

- *For any positions funded, include the FTE and number of people, title of position, and school or district location.*

E. Use of Funds

* Program administration funding amount

* 1. Administrative Activities: Provide a description of the administrative activities supported with Title I-C funds directly or through Title I-C funds transferred to Consolidated Administration Pool. Include the FTE, name(s) and title(s) of any staff serving in this capacity.

* Identification, recruitment & record keeping funding amount

* 2. Identification and Recruitment: Provide a description of the identification & recruitment activities supported with Title I-C funds. Include the amount of funds, the FTE, and the name(s) and title(s) of any staff serving in this capacity.

* 3. Regular school year activities: Describe the activities funded from Title I-C to provide support to migrant students during the regular school year, either during the regular school day or during extended time such as before/after school, weekends, etc. For any staff positions funded, provide the FTE and number of people, title of position, and school or district location.

E. Use of Funds

* 4. Preschool: Describe any activities funded from Title I-C to provide support to migrant preschool students. For any staff positions funded, provide the FTE and number of people, title of position, and school or district location.

* 5. Summer: Describe any program activities funded from Title I-C to provide support to migrant students during the summer. Please include the dates planned for any summer activities or services along with the FTE and number of people, title of position, and school or district.

Include summer activities whether or not they cross the fiscal year.

6. Other activities: Describe all other allowable program activities to be funded with Title I-C funds. For any staff positions funded, provide the FTE and number of people, title of position, and school or district location. - (Use additional boxes as needed)

- 7. Effectiveness-** Describe the process the district uses for annually reviewing and evaluating the effectiveness of the use of Title I-C funds in ensuring that migrant students have support to effectively participate in school and in increasing the achievement and graduation rates of migrant students and revising the activities to be provided as necessary based on the results of the evaluation.

F. Selecting Migrant Students for Services

F. Selecting migrant students for services: Describe how the migrant students are selected for services to be provided by Title I-C in each of the following types of schools.

* 1. Non-Title I school: Describe the criteria used in this type of school to determine what services migrant students (especially PFS students) will receive. Include academic and non-academic services.

* 2. Title I-A targeted assistance program: In a targeted assistance Title I school, migrant students that meet the academic criteria for Title I-A services are eligible for those services on the same basis as non-migrant students. Describe the criteria used in this type of school to determine what services migrant students (especially PFS students) will receive that are beyond those that they will receive as part of the Title I-A program. Include academic and non-academic services.

* 3. Title I-A schoolwide program (migrant funds not consolidated): In a schoolwide Title I school, all students are supported with Title I-A funds. In a Title I schoolwide school, migrant students must be provided supplemental services through I-C funding in addition to the educational program offered through the schoolwide program. Describe the criteria used in this type of school to determine what services migrant students (especially PFS students) will receive that are available only to migrant students and are beyond those that they will receive as part of the Title I-A schoolwide program. Include academic and non-academic services.

F. Selecting Migrant Students for Services

☐ 4a: In order to consolidate migrant funds in a Title I schoolwide program, the district must demonstrate that the needs of the migrant students have been met and the parents have been given input on the use of the funds for each eligible schoolwide school. Check this box if the district is applying to consolidate Title I-C funds in one or more Title I schoolwide programs. Upload a related document, "Application to Consolidate Funds in a Title I Schoolwide Program – [School Name]" for each Title I SW school in which migrant funds will be consolidated.

* 4b. In a schoolwide Title I school in which migrant funds are consolidated, all students are supported with Title I-A and I-C funds. Describe the criteria used in this type of school to determine what additional academic or non-academic services migrant students will receive that are beyond those that they will receive as part of the schoolwide Title I-A program.

Consolidation of Title I-C funds into a Title I Schoolwide Program

Title I-C Consolidation

- ▶ ESEA allows Title I Schoolwide schools to consolidate Title I-A with other federal, state, & local funds to support any component of the educational schoolwide plan
- ▶ Title I-C funds may be consolidated *under certain conditions*:
 - ▶ Schools must first meet the needs of migrant students before I-C funds are consolidated
 - ▶ Parents must be consulted about the consolidation
 - ▶ Documentation must be submitted to EED

Guidance for Consolidating I-C

- ▶ US Department of Education recently approved Alaska's Guidance for Consolidating I-C Funds in a Title I Schoolwide Program and Application to Consolidate
- ▶ Consolidation of migrant funds is a 3 step process.
 1. Are the pre-requisites met?
 2. Does the school have data to show they've met the special educational needs of migrant students?
 3. Was the proper documentation submitted (through the district) to EED?

Pre-requisites to Consolidate I-C funds

- ▶ Alaska schools wishing to consolidate migrant funds into Title I schoolwide programs must meet the following pre-requisites:
 - ▶ Must operate as and have a current Title I schoolwide plan.
 - ▶ Must have migrant students enrolled in the school.
 - ▶ Must be located in a district that qualifies as a REAP eligible or RLIS eligible district OR must be located in a community that has no other schools in the same grade span by road within 50 miles in the same district.

Demonstrating if Migrant Student Needs are Met

- ▶ The special educational needs of migrant students, as specified in the state CNA, are:
 - ▶ Migrant students have a lower proficiency rate on state academic content assessments in reading/language arts than non-migrant students.
 - ▶ Migrant students have a lower proficiency rate on state academic content assessments in math than non-migrant students.
 - ▶ Migrant students are not graduating at the state target rate.
- ▶ The Alaska Migrant Education Office will provide districts with the data to assist them in determining which schools have met the special educational needs of migrant students, as specified in the state CNA. It is the responsibility of the district to document this data on the Application to Consolidate Migrant Funds in a Title I Schoolwide Program.

Documentation Requirements for Consolidation

- ▶ If a school meets the requirements and documents that it has met the special educational needs of migrant students, then it must provide the following documentation prior to being approved to consolidate migrant funds into the schoolwide school:
 - ▶ The agenda for the parent meeting during which consolidation of funds was presented and discussed.
 - ▶ The sign in sheet from the meeting.
 - ▶ The meeting notes indicating that a majority of those present approved the consolidation of funds.
 - ▶ A copy of the page from the current Schoolwide Plan showing the amount of Title I-C funds and other funds that are allocated to the school for schoolwide program purposes.

F. Selecting Migrant Students for Services

4. Title I-A schoolwide program (migrant funds consolidated):
 - a) Remember to upload a related document, “Application to Consolidate Funds in a Title I Schoolwide Program – [School Name]” for each Title I SW school in which migrant funds will be consolidated. The document should include the application itself and the required attachments documenting the parent consultation and the page from the schoolwide plan showing the amount of all funds consolidated in the SW program, including the Title I-C funds.
 - b) Describe the criteria used in this type of school to determine what additional academic or non-academic services migrant students will receive that are beyond those that they will receive as part of the schoolwide Title I-A program.

Resources

- ▶ EED Title I-C Migrant website:
 - ▶ <http://education.alaska.gov/tls/migt1/>
- ▶ GMS Document Library
 - ▶ Title I-C Migrant Education (under ESEA Consolidated Federal Programs Funding Application)
 - ▶ Instructions & Handbook for 2014-2015 ESEA Consolidated Funding Application
- ▶ EED Program staff
 - ▶ Nicole Bourque, Program Manager, 907-465-6549, nicole.bourque@alaska.gov